DOCUMENT RESUME

ED 057 846 LI 003 359

TITLE The Bush Memorial Library.
PUB DATE Nov 71
NOTE 30p.; (0 References)
JOURNAL CIT Hamline University Bulletin; v61 n5 Nov 1971

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Consortia; *Library Cooperation; *University Libraries
IDENTIFIERS *Bush Memorial Library

ABSTRACT

The Bush Memorial Library was formally dedicated on October 9, 1971. As part of Hamline University in St. Paul, Minnesota, the Bush Memorial Library has a reading room, audio booths, and audio-visual classroom as well as an audio control room. The Bush Memorial Library is a member of the Cooperating Libraries in Consortium which is a cooperative program of the Hill Reference Library of St. Paul, seven Twin Cities area private colleges, the St. Paul Public Library and the University of Minnesota. The general physical characteristics planned for the library is that it will house 250,000 volumes and have seating capacity for 700 persons. (MM)

HAMLINE
University Bulletin

U.S. DEPARTMENT OF HEALTH,
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THE BUSH MEMORIAL LIBRARY

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Vol. LXI No. 5 November 1971

Published six times a year: January, April, July, October, November and December by Hamline University, 1536 Hewitt Avenue, St. Paul, Minnesota 55104. Second class postage paid at St. Paul, Minnesota 55104. Send change of address to Alumni Office, Hamline University, St. Paul, Minnesota 55104.

LI 003 359

A Pathway To Wisdom

October 9, 1971 was a milestone day in the life of Hamline University. For it was on that day that the Bush Memorial Library was formally dedicated, in the words of President Richard P. Bailey, "to the student-scholar and to the responsibility of the Hamline community for making the pathway to wisdom, as nearly as possible, an open freeway."

It is to those of you who were unable to share with us in the dedication week ceremonies, as well as to those of you who were here, that this issue of the *Alumni Bulletin* is dedicated.

It is a special issue because, it was felt, a milestone event deserves a special form of coverage and this magazine seemed the most appropriate medium.

In it we have attempted to recreate for you the major events of the dedication week, as well as trace the dreaming, the planning and the building of what is today Hamline's pathway to wisdom, the Bush Memorial Library.

In keeping with the specialness of the occasion, the pages of the *Bulletin* are devoted entirely to the new library. None of the usual features, such as Class Notes or Favorite Professor, appear, thus allowing the magazine to serve solely as a commemorative issue of the library's dedication.

We also felt that the reportage of such a special occasion deserved a special design — a new look — that we could continue to use in all future issues of the magazine. We hope you will like it. We welcome your comments.—E.C.

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The Bush
Memorial Library

A Key to 'Close the Ring'

A SYMBOLIC KEY to the Bush Memorial Library is presented to Hamline President Richard P. Bailey (l.) by Bush Foundation President Elmer L. Andersen (r.), while George Peterson, president of the Hamline Board of Trustees, looks on. The "keyhanding ceremony," on Oct. 9, 1971, concluded the combined celebration of Homecoming, Parents' Weekend and Library Dedication Week.

The Bush Memorial Library was officially opened when Hamline President Richard P. Bailey accepted, from Bush Foundation President Elmer L. Andersen, a key that is symbolic of all that Hamline and the new library represent. The HU at the working end of the key is patterned after Hamline's identifying logo. The handle is the logo designed especially for the library to symbolize, together with whatever else the eye may see, three open books in a circular motion, continuing to "close the ring" in Hamline's 10-year renewal program, of which the library is the most significant step. The key was designed and created by Frederick Leach and Michael Price of Hamline's art faculty.

In accepting the key from Andersen, Bailey said:

I accept this key most appropriately from the hands of Elmer Andersen, president of the Bush Foundation, which is among the largest private foundations in the nation.

It is as a leader in continuing the distribution of the wealth of the late Archibald Bush that I am most proud to accept this key from him.

It is never easy to use wealth wisely. Somewhere I read, and imperfectly remember, that to misuse wealth by hoarding it in worshipful adoration is to damn oneself—giving such a miserly person about as much chance to soar heavenward as a loaded camel.

To utilize the wealth of another person for the good of mankind must be doubly difficult and even hazardous. Yet this is the responsibility of Elmer Andersen and his fellow Bush Foundation trustees. They are courageous, they are thoughtful, they are careful stewards of the wealth in their safekeeping.

Today we see evidence of their wisdom in the dedication of this magnificent Bush Memorial Library. This is in the finest tradition of the philanthropist and Hamline benefactor and his wife whose names we memorialize.

There is an obligation placed on Hamline. That is: that we shall use this library in some small way to advance the wisdom of mankind by a determination to make the access to wisdom through books and other media readily available, easily attainable and freely accessible.

The appreciation of the trustees, faculty and students of Hamline University goes abundantly to the Bushes—Archibald and his wife Edyth—who dreamed of what Hamline could be and cannot by reason of death and age be here to see their dream coming true. But the appreciation of all the Hamline community goes also to Elmer Andersen and to the members of the Bush Foundation Board of Trustees for their understanding of a philanthropic dream and their determination to build the foundations beneath that dream.

We accept this Bush Memorial Library thankfully.

We shall enter its doors hopefully.

We shall use its facilities thoughtfully.

We shall leave its doors and the knowledge stored within humbly.

You have honored the memory of Mr. and Mrs. Bush and you have honored Hamline University by your support, Elmer Andersen.

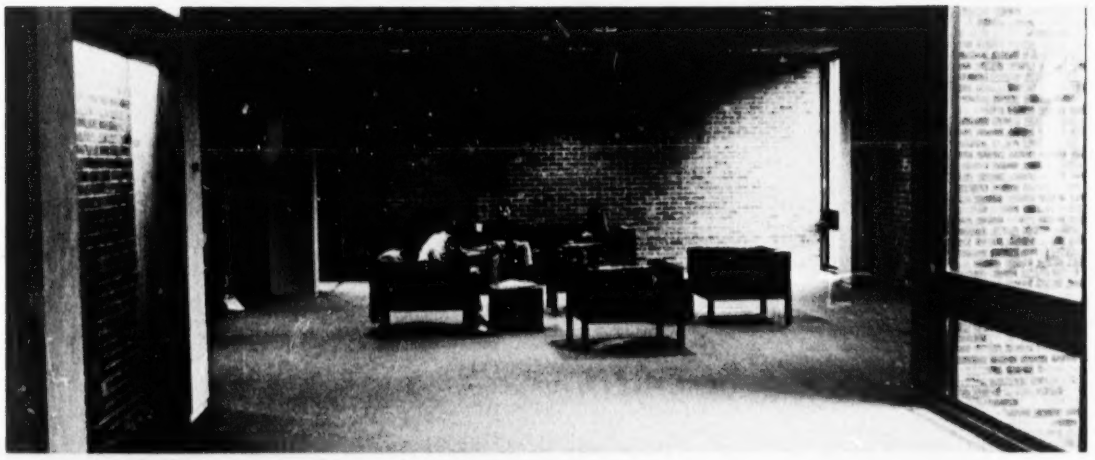
Hamline University is grateful.

The Bush Tradition at Hamline

The dedication of the Bush Memorial Library not only marks another milestone in the Bush tradition at Hamline, but even more significantly stands as a tribute to a philosophy of how wealth can be used to the betterment of all humanity.

A. G. Bush and his wife, Edyth, believed in putting their resources to work where they could best serve people.

He once said, "Wealth should be used to benefit all of humanity." And the wealth of Archibald and Edyth Bush was put to a variety of uses to help men and women, the young and the old, the sick and the needy.



A STUDY LOUNGE in the new library.

A. G. BUSH received the first Mr. Piper award — a symbol of his dedication and enthusiasm for Hamline.

One of the major concerns of the Bushes was education. Because of this particular interest, Hamline students and faculty have benefited frequently and in many ways from their generosity.

Mr. Bush was awarded an honorary degree from the college in 1956 and one year later he became a trustee. He was an active trustee who attended meetings faithfully and provided valuable services. Occasionally, he would sit in on classes and participate in the give-and-take between professors and students.

Through a series of incentive challenges that started in 1958, he became a moving force in building Hamline's infant alumni fund to one receiving national recognition for participation and growth. He provided scholarships and his gift made possible the A. G. Bush Student Center.

For his dedication and enthusiasm, on behalf of Hamline, he was presented in 1961 the college's first Mr. Piper award, a bronze statuette, cast from an original sculpture by noted artist John Rood. Only three such awards have been given since then.

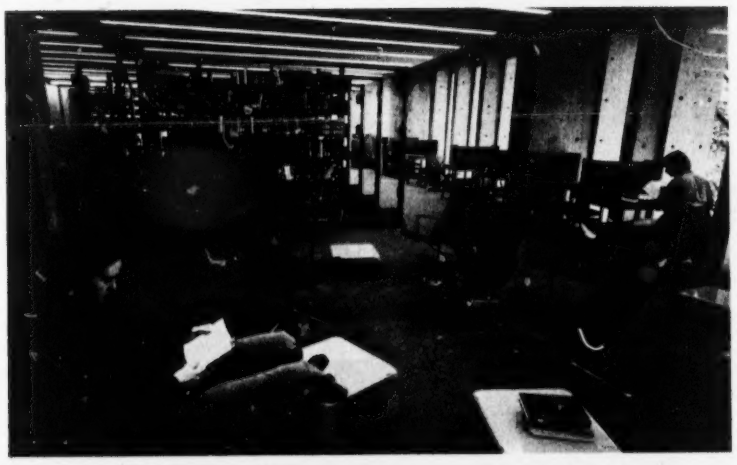
Mrs. Bush, in 1964, gave Hamline the Edyth Bush Theatre where she had spent nearly 25 years working with people, especially the young, who wanted to learn about theatre. Under Hamline management, the theatre continues to serve her visions in that it has remained a community theatre, open to all who want to participate and receive training in all forms of stage arts.

Mrs. Bush also personally made a major gift, in memory of her husband, toward the building of the Bush Library.

When Mr. Bush died in 1966, most of his estate was left to the Bush Foundation, which he created in 1953 to direct and preserve his life-long dedication to philanthropy.

The Foundation has carried on the Bush relationship with Hamline. The alumni fund challenges and scholarships have been continued and substantial grants have been made toward the library and the new learning center, now under construction.

It is fitting that this most recent chapter in the Hamline Bush heritage be a library, because those who come here to enrich themselves will eventually use their knowledge gained to serve mankind. That is the Bush tradition.



The Bush Memorial Library:

An Open Invitation to Learn

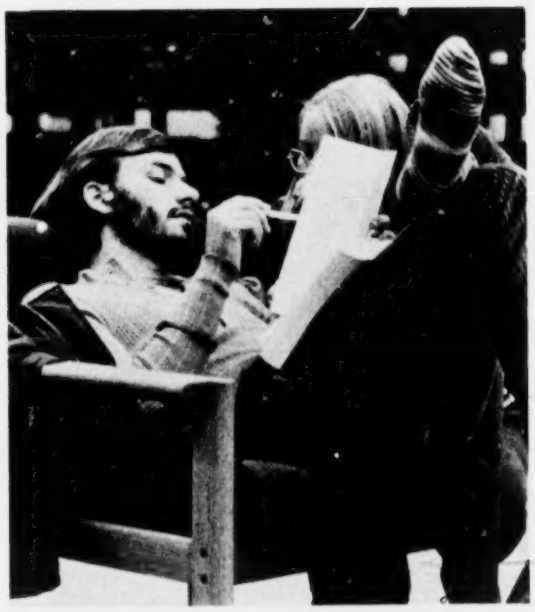
If you're the type of person who likes to read while hidden away in a cloistered corner; or while a lot of activity goes on around you; or where there's a spacious window out of which you can stare—in a comfortable chair, with your shoes off—you'll find just the spot you like in the new Bush Memorial Library.

If you're the type of person who avoided the "old" library because it was noisy, lacked privacy and was inadequate for finding what you needed—either because you were reluctant to ask or because the stacks were too crowded—then welcome to the new Bush Memorial Library.

It is not noisy, there is lots of privacy (and activity, if you prefer) and there is easy access to all the information you're looking for—and more—either on the expansive open stacks or with the help of a friendly and knowledgeable librarian whose job is to serve you.

It is a library that welcomes you to use it; that extends an open invitation to anyone in the community—student, faculty, neighbor, alum—to share a building that is open in every sense. For it was planned, architecturally and philosophically, to accommodate every need of the open and dynamic academic institution that is Hamline.

SHIRLEY KEENAN helps a student with a reference request.



An Open And Inviting Design

Openness and busyness are the impressions you get upon first entering the new library. Openness of space and availability of service. Busyness of people pursuing their studies and professions.

The entire first floor is an open work area. A place to conduct the library's business. A place where information is transferred, in normal conversational tones—no whispering here.

The reference desk is your first encounter. A logical one since a library is, among other things, a reference service—guiding you to the information you need.

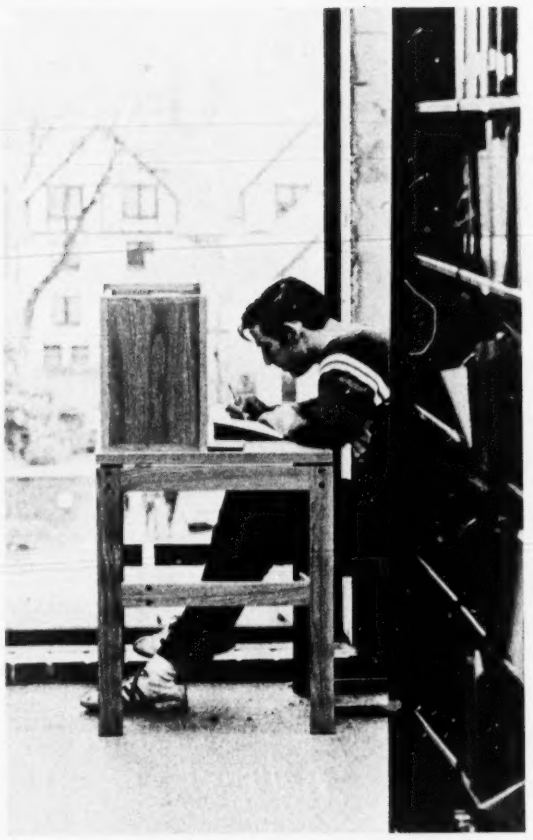
Shirley Keenan is usually seated at that desk. It is her job, as head of the library's public services department (reference and circulation), to get your informational search off to the right start by answering any questions you might have and helping you organize your research strategy.

Beyond her desk are the card catalogs, the index tables, the reference stacks and the technical services department. Jack King is head of technical services. It is his responsibility to oversee and direct the selection, ordering and cataloging all of the library's incoming materials.

Around the periphery of this giant, open room are offices and conference rooms for private consultation.

Your last encounter is with Wilma Lauerer at the circulation desk—your check-out point when you are leaving; your check-in-point if you are returning materials.

The second and third floors are designed on the same principle as the first. A large, open room with smaller rooms on the periphery. Here are the quiet places: the spacious and expansive stacks among which you will find an occasional grouping of chairs or an isolated desk or a private study room; the individual study carrels placed around the room; the windows out of which you can stare. If you're more gregarious,



A PRIVATE STUDY CARREL among the stacks.

there are several lounge areas—one with coffee and Coke machines—to make you feel as at home with your studies as home itself.

Each of these floors has a few classrooms so that the learning process and the library's collections can, when a professor wishes, relate more closely. Each floor also has several conveniently located telephones on pillars among the stacks, so if you can't find what you're looking for you can dial the reference desk.

Two particular features of the second floor are the listening laboratory and the Paul and Ruth Schilling Microfilm Research Center. The listening laboratory is a special room where, for example, language or music or English students can "plug in" to tape recorders checked out from the circulation desk. A separate room is also set aside for the microfilm center, which includes among its resources selective access to the 4.3 million volumes of the New York Public Library. On the third floor, there is a special room for the library's rare books collection.

Too often a library is thought of in terms of books, and only books. However, in this library's lower floor is an important area housing the instructional services department — a department whose job is what its name implies: to be a partner to Hamline's instructional program; to integrate the printed word with non-printed materials. Here, under the watchful eye of its director, Thomas Head, you will find a control room and soundproof studios for audio and video taping, two dark rooms for photography, a laboratory for production of graphic and audio-visual instructional materials, staff offices, and a storage area for audio-visual equipment used either in the library or in classrooms throughout the campus. The instructional services department is a place to come to, or call, for the materials needed to support your studies, if you are a student, and your classroom instruction, if you are a student teacher or member of the faculty.

The education department's learning laboratory is also on the lower level and situated so that its curriculum library and materials center are juxtaposed with the facilities of the instructional services department. This, too, is a partnership between the departments that will make it possible to produce the "learning packages," and printed and media resources necessary to support Hamline's new teacher education program (see page 25).

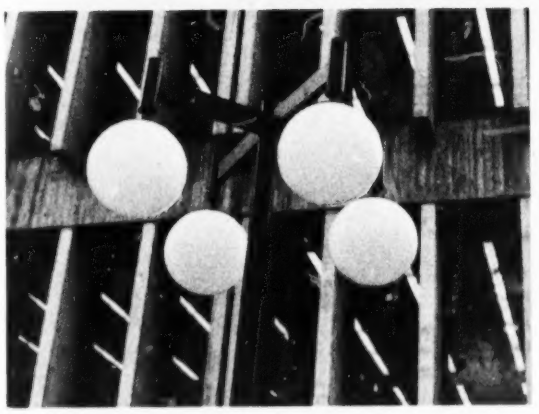
The remainder of the lower floor contains more quiet areas in which to study, the periodical reading room and an attractive reading lounge.

Throughout the entire interior of the library, and enhancing the aesthetic environment of the building, are special gallery areas for continual exhibit of works from Hamline's permanent art collection, or works by faculty and students.

No Longer A Stranger

It wasn't until mid-July that the huge, imposing stranger finally found a comfortable place for itself on the Hamline campus. That was when the sod was laid on the east and west sides, and a few trees and shrubs were planted. The green expanse of grass brought it all together, and the Bush Memorial Library was indeed at home.

A great deal of forethought went into the selection of the brick for the new library. The architects felt it was important that it be similar to that of existing campus buildings—the old dormitories, the new student residences, the Student Center, and even the old Social Science building—so that it would relate to them, stand out among them and be easily accessible from all of them. For the same reasons, a great deal of thought was given to the decision on the library's location. To place it on the front lawn of the University—an area that had been sacrosanct—was a bold decision whose success will not be measured until next spring when the new Learning Center, now under construction, is complete. The quadrangle formed by the library, Old Main and the Learning Center will provide a courtyard of space that it is hoped will be as significant as the area they replaced.



Although the library is not exactly in the middle of the campus, it does seem to be at its center—at its heart—if not geographically, then symbolically. For the heart of Hamline is its strong academic program—a program which gains its strength from a curriculum that emphasizes the individual and his or her abilities to study and do research independently.

But how did Hamline interpret this academic program—the demands it makes on its students and the demands it would make on a new library building—to the architects? How could this building be the center of the campus—both geographically and symbolically?

Accomplishing this goal was a team effort that began six years ago with the appointment of a committee of students, faculty and administrators charged with the definition of what was needed in a new library. Every department chairman was consulted; every member of the faculty and every student was encouraged to express his or her views. After a year of fact gathering, a statement was drawn up for presentation to the architects.

The statement contained four key objectives that everyone felt must be met: first, the library must emphasize the development of the individual by providing a strong reference service that helps the student obtain exactly the material he or she needs; second, it must support independent study by aiding in topic selection, bibliographic preparation and in location and retrieval of materials; third, it must stress curricular flexibility by developing a "switching center" (see page 9) that provides a flexible information service through close collaboration between librarian and instructor; fourth, it must emphasize the international aspects of our society with special materials on the Far East, Middle East, Soviet Union, Latin America, South and Southeast Asia.

The statement then went on to define the general physical characteristics needed to enhance the academic program as well as the appearance of the campus: the library would have to be eight times as large as the old building; with 90,000-square-feet, seating capacity for 700 persons, book space for 250,000 volumes; plus accommodations for the study areas, classrooms, audio-visual facilities, art galleries, expansive stacks, rare books section, and study and refreshment lounges already described above.

It was a big order for the architects, and its success has yet to be tested.

From Seed To Full Fruition

Ted Johnson, from his former position as Hamline's head librarian,* saw the new library grow from the seed of an idea to full fruition, and played an important role as liaison between the committees and the architects.

It was his job to explain to the architects what Hamline needed in a library; to put the library into philosophical terms; to define its role on the Hamline campus.

"The basic role of the library stems from the purpose of the institution; that purpose being to provide a liberal arts education for undergraduate students," said Johnson. "The library then must assist in that educational process in three ways:

"First, its basic collections must augment the curriculum by including a depth of materials in key subject areas of knowledge, as well as a breadth of materials in areas not covered in the regular curriculum or interdisciplinary areas."

Johnson explained that such a collection leads right into the second function of the library—the teaching function—which operates on the notion that an educated person needs to be educated in how to educate himself. If, for example, a literature student learns how to use the library as an important resource, he will be able to teach himself once he gets away from formal instruction. If he learns how to work well with the library, supposedly he will be equipped to learn on his own for the rest of his life.

"The third function of a library," said Johnson, "is to provide the best possible information services and materials it can in order to optimize the likelihood that the user—student or faculty—can achieve whatever objectives he is pursuing. This means all kinds of information. Not just the printed word, but audio-visual materials as well. Not just information at Hamline, but anywhere it is available.

"A library that performs all these functions well, must have a building that will house the collections, make possible the teaching function and provide facilities and services to identify and obtain for its users the appropriate information as quickly as possible.

"You can see," Johnson concluded, "how these objectives would lead into many of the elements that now appear in the Bush Memorial Library."

** Now professor and head librarian at Oberlin College, Oberlin, Ohio.*

The Teaching Function Is Studied

NSF RESEARCH ASSOCIATES
Carolyn Sorenson, Lois Byrum and Tinna Wu.

The teaching function of a library is a relatively new concept that Hamline has, since 1967, been exploring through several generous grants from the National Science Foundation (NSF).

The study, which is still in progress, involves the cooperation of the entire library staff and has included two NSF research assistants, Lois Byrum and Tinna Wu, until this year when a third, Carolyn Sorenson, was added.

Many of the early findings of the study were influential in determining much of the philosophy that went into the open and inviting design of the new library.

Basically, the NSF study is exploring the best possible ways to provide the library's users with all the information they'll need to help them with their teaching and/or their studies. Primarily, the project has concerned itself with working with the faculty for, according to King, "By working with the professor, we're getting to the student."

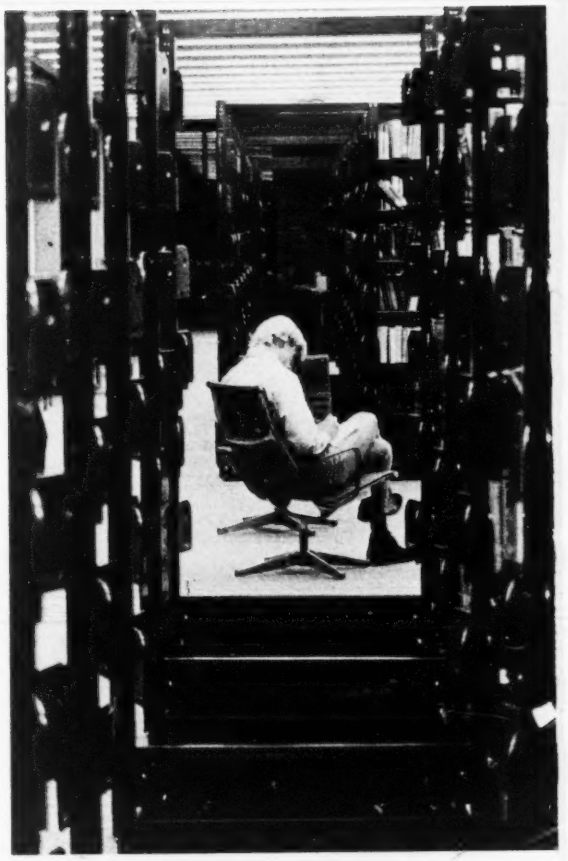
This does, in a sense, put the librarian into a teaching position because, according to Keenan, "It is our job to get the user and the information together. We are teachers, not in the traditional sense, but in the sense that we facilitate the teaching process by finding out what it is the professor wants to do and—quickly and accurately—by providing him with the informational resources to do it."

Johnson and Keenan described this new role as the "facilitator." King described it as the "information specialist." Either term implies that the librarian is no longer solely the "keeper of the books," but an active participant in the educational process.

When the NSF project is complete, it is anticipated that all the librarians will be information specialists; all capable of giving students and faculty the informational support they need throughout the year in all areas of the curriculum.

"Just because we now have a new building does not necessarily mean that more people will automatically be using the library," said King. "In fact, one of the early findings of the NSF study was that one of the last places people go for information is the library. For example, students frequently tend to go to their peers or their professors before they come to the library. Professors often times rely on their colleagues or their own collections for informational problems better handled in the library. This means that the information specialists must take an active rather than passive role by going to the professor instead of wating for the professor to come to them. This also means that the library must be an open and inviting place to which both students and faculty will come for their informational needs."

Wu and the other NSF research associates have offices around the periphery of the library's main floor, and the reference books are on open stacks directly in front of them. "We can spot people who need help, and go and talk to them, instead of waiting for them to come to us with questions," she said.



Wu works with the faculty and students in the art, history and sociology and anthropology departments. Byrum handles the sciences—biology, physics and chemistry; Sorenson works with American studies and the education department.

All three attend many of the class sessions in the courses they are supporting and thus give the students an identification with someone to come to in the library. "We know what the assignments are and what the professor expects the students to do, so we can anticipate the students' questions when they come in to do their research," said Wu. "Because we do not give grades and are not involved in passing judgment on their research projects, students sometimes feel freer to discuss their problems with us.

"We also help a lot of students working on independent study. If we know what their objectives are—why they are doing something and what they think they want to accomplish—we can help them better.

"We are beginning to find that we are not just retrieving and giving information," she said. "We are working with the professors in team preparation of a course, and we are counseling students on how to make use of the information we helped them find."

Bringing The Information And The User Together

This process of bringing the user and the information together has also been given a descriptive term: "quick retrieval switching center."

"This term has caused some misunderstanding because it seems to imply a mechanical process," said Johnson. "Actually, it is a very personal process in which the expertise of the librarian provides the special link between the user and the source of information."

Johnson used as an example a student who was having difficulty selecting a topic for a research project. The librarian—or information specialist—in working closely with the student, helped him decide what he wanted to do with the project and how he hoped to go about doing it by offering various topics and guiding him to the appropriate informational resources.

"The information specialist will now begin to do all kinds of things that in the past the faculty and students had to do themselves. The librarian, as facilitator in the learning process, becomes one member of a team made up of the professor, the librarian and the student—the ultimate benefactor."

Johnson used Dr. Richard Marsh's course in Historical Evidence and Analysis as another example in which the librarian works with the professor, and even more directly with the student. The course is conducted without textbooks, and offers the student the opportunity to independently reconstruct his own history of a particular period by using the resources of the library—periodicals, the Schilling Microfilm Research Center, newspapers, historical accounts of the period, etc. "The student," according to Marsh, "becomes a scholarly researcher—albeit on a different level—but nevertheless he or she follows many of the same fundamental techniques and philosophies of historical investigation."

Here, again, the librarian is cast in the role of information specialist—as facilitator. For it is his or her job to know what it is Marsh wants from his students, and to bring the information and the users together by effectively using the switching center.

New Curriculum Emphasizes Independent Study

Marsh's history course was used as one of the pilot studies for the NSF project. Its success was, and continues to be, dependent upon the switching center concept, so vital a part of the NSF philosophy.

That same history course is an excellent example of Hamline's emphasis on independent study—an emphasis that will increase as the new curriculum, adopted at the start of the 1970-71 school year, takes a firm hold. For it is basic to the new curriculum that Hamline students, in order to make education a relevant, exciting and useful experience, work independently—outside the classroom—on issue and culture area studies, designed and developed by themselves, with the assistance of their professors and the informational services available to them through the library.

Thus it was essential that the philosophy behind the new curriculum, and the philosophy behind the switching center, be incorporated into the new library building. It had to provide the spaces and services with which this could be done.

JACK KING (far left), head of technical services, helps with the placement of books behind the circulation desk.

CLIC—Ten Libraries In One

The switching center concept of bringing the user together with the information is indeed a good one, but is it still viable if the information cannot be located in the Hamline library?

The answer is yes, and the key word is CLIC—Cooperating Libraries in Consortium—a cooperative program of the Hill Reference Library of St. Paul, seven Twin Cities area private colleges, the St. Paul Public Library and the University of Minnesota.

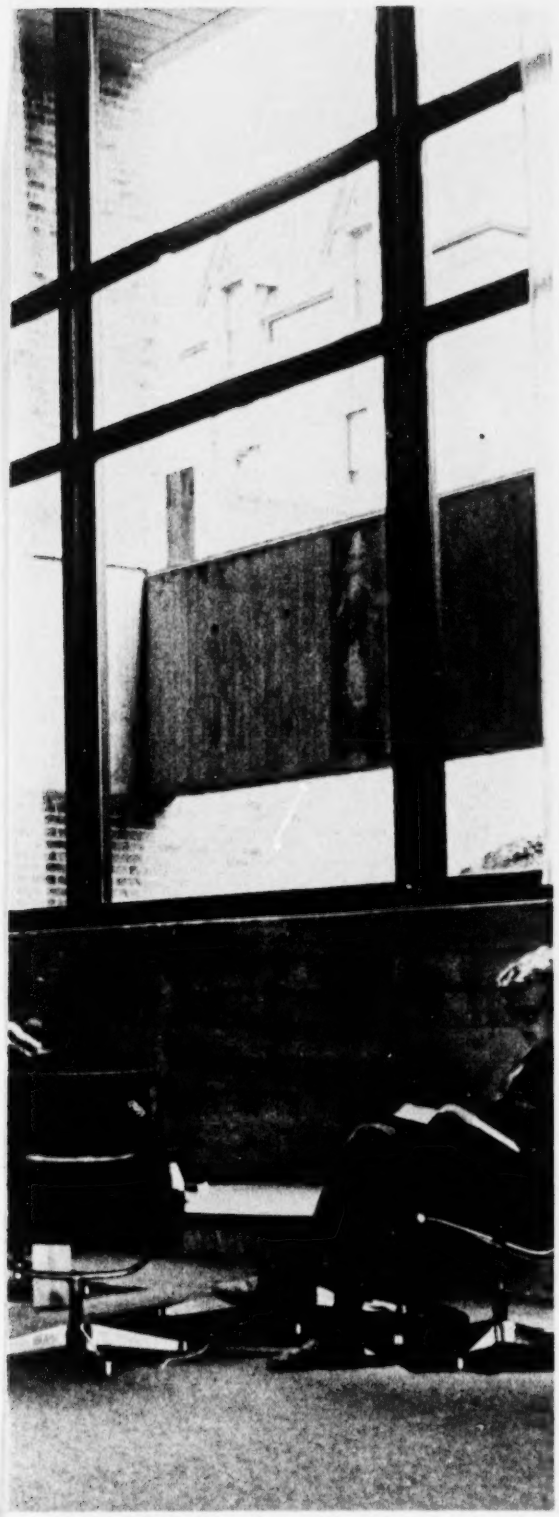
The CLIC program has, in a sense, combined the resources of all 10 of these libraries and made them available to the students and faculty of each member college.

Now, when the Hamline librarians find that the informational needs of a student or professor cannot be met by the Bush Library, they can refer to the Hill Library's union catalog—a combined listing of all the holdings of the 10 libraries—and find where the materials can be located. A mobile courier service circulating among the CLIC members will deliver the materials to the Hamline library within 24 hours.

The formation of CLIC, cooperating with the University of Minnesota, has created for each member an impressive collection of library resources totaling more than four and one-half million volumes—a collection that is equal to those found only in a few large universities.

"Five or six years ago we were dependent upon ourselves and our collection," said circulation librarian Lauerer. "Now almost any book found in the bibliography of the Library of Congress, in the author catalog or the subject catalog, can be located in the Twin Cities. We can get it for you."

According to Keenan, faculty requests for bibliographies have been slowly picking up over the four years she's been at Hamline, and the CLIC borrowing system is bringing more faculty into the library than ever before. "I don't know if it's psychological or actual—maybe it's both—but CLIC is another way of making people feel that it is indeed their right to come in and ask for something, or ask for some kind of help. Somehow faculty think it is part of their job to know where and how to find something themselves. But I think that finding information is really my job, and CLIC provides an important link in the switching center system that enables me to do it better."



A READING LOUNGE in the lower level.

Strengthening The Library's Holdings

Although the CLIC borrowing program does indeed expand the holdings of the Hamline library thirty-seven and one-half times, it is still essential that the college has a collection that augments its own curriculum, even if it duplicates some materials found among the other member libraries.

"This can be done most effectively by investigating what it is that people need, and why, based on what it is they are doing," said Johnson. "In the process of this investigation, we may find that there are materials that Hamline can get along without because they are available through the CLIC program. On the other hand, we may find that there are things we can't get along without even though they are available through CLIC. But neither of these conclusions can be arrived at without the librarians pursuing their roles as information specialists; by carefully evaluating the requests for information received from faculty and students over a period of time."

Johnson also pointed out that strengthening the holdings of a library requires financial resources, but "even when resources are tight we can do a lot by exploring the possibilities of the cooperative group."

One possibility of conserving those resources would be a cooperative purchasing program among the consortium members, Johnson said. "All of us need certain kinds of materials, and there will be duplication, but even in a large university library it is impossible to maintain an all-encompassing collection. Such a program of cooperative purchasing would free up funds at individual colleges for use in developing their individual collections and becoming more specialized in particular disciplines. Hamline's collection, for a hypothetical example, could emphasize medical sociology while Macalester's could emphasize industrial sociology, with easy access to each through CLIC."

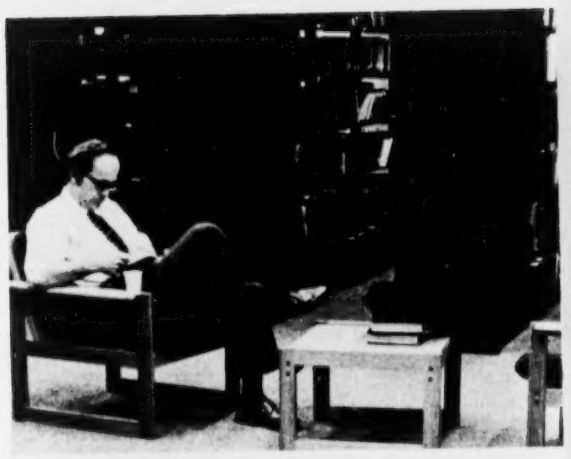
Hamline's library holdings were automatically expanded and made more accessible with the opening of the new building. Not only were all the books from the old building transferred into the stacks of the new structure, but so were the few departmental libraries that had been scattered throughout the campus. Now there is room enough for the books from the collections of the education, biology, physics, chemistry and music departments (with the exception of the musical scores) to be consolidated under the one roof of the Bush Memorial Library.

"The library must carefully tailor its collection to what the institution is trying to achieve," said Johnson. "So just as critical to strengthening the holdings of the library, is the reverse selection of materials. It's important to get rid of the old stuff; to move it out. If it no longer applies to the needs of the University, then it's too expensive to hang on to. But it's as costly an exercise to weed out materials from the catalog, as it is to add them in. It's not just a matter of removing the books from the shelves, the records must be removed as well. This weeding process can involve a search for as many as 10 catalog cards: the author's card, the second author's card, the title card, the subtitle card, three or four subject cards, and so on until the records are deplete.

"The collection, like the institution, should be a dynamic, changing and usable entity," he said. "But, unlike the institution, it should be primarily expendable. If it's not, then the physical item—and the investment it represents—becomes sacrosanct, instead of the student and his education."

What Does The New Library Mean To Students?

HISTORY PROFESSOR Kent Kreuter finds a quiet place to read.



CIRCULATION LIBRARIAN Wilma Lauerer helps a student with a book selection.

Enthusiasm for the new building runs high among Hamline people, according to a random sample taken during the first week after the library's opening.

One student, Mary Anne Cummings, a senior from St. Paul, when asked what she thought about the new library, said, "It's got to be better. It just can't be any worse!"

She looks upon the building as a "multi-purpose center" or shopping center. "When you have a conglomeration of activities going on, instead of doing just one, you might end up doing four," she said. "I can see myself going there to study and ending up checking with Tom Head to see what's new in audio-visual equipment, or wandering through the gallery areas to see the art exhibits. I'm sure it'll be an incentive to study more, and the other activities will be educational too."

Cummings, who is a commuting student, also sees the library as a gathering place for other students who do not live on campus. "I think the new library will keep us on campus because, unlike the old library, there are quiet, comfortable places to study, and eventually there will be vending machines in the lounges so we can stay on campus over the dinner hour."

Candy Markus, a sophomore from St. Paul, said, "This will be *my* place. I will definitely come here to study. It's much more cheerful and roomy than the old library, where I only went twice to study last year. I avoided the old library and either went to the downtown library or to the University of Minnesota when I had research to do. Now I'll do my research here."

Markus, who is an education major, is also impressed with the educational learning laboratory in the lower floor. "Everything is centrally located there," she said. "I always know what's going on and where."

Tom J. Miller, a senior from St. Paul, spends most of his studying time in the library seated at one of the individual study carrels. "I can spread out everything in front of me and study in quiet isolation," he said. "People can come over and talk to me, but the conversation is temporary because they can't draw up a chair and sit down."

Miller, whose major is sociology, is one of five students in the sociology senior seminar. "All of us are doing special research projects, and all of us are receiving help in our work from Tinna Wu. As an NSF research associate, part of her time is allotted to our seminar."

Jim Heller, a freshman from Roseville, finds the library large enough to get off on his own without being bothered by anyone else. "The bright colors of the furniture and books cheer me up, and make the place kind of exciting," he said.

What Does It Mean To Faculty?

Richard Marsh, department chairman and professor of history, is looking forward to what the new building will mean to Hamline students. "I hope they will look upon it as an opportunity and a challenge to explore imaginatively, on their own, rather than waiting for routine assignments from the faculty. But it's not going to happen overnight," he said. "The minute the library opened, it did not change the campus. But I think the potential is there if the students will accept the challenge.

"Of course, it will be a nicer place physically for faculty to work too," he said. "The environment allows much more freedom to keep easily and immediately in touch with our fields; whether we're doing research for teaching, or research for publishing, or research simply because it's our bag.

"Also, the classrooms and the lounges will give us the opportunity for carrying on all kinds of conversations; the library will simply blend with the classroom," he said.

Robert Kysar, associate professor of religion, looks upon the library as "an extended office" for the faculty where they can consult with students, in relative privacy, and directly assist them with their research.

"The faculty can go with the student into the stacks," he said, "and the student can come immediately to the faculty for guidance. It is possible, I believe, that faculty will begin holding library hours in addition to regular office hours, thanks to these spaces in the new building."

George Vane, department chairman and professor of English, said that the additional room will allow Hamline's collection to be more spread out so that students will feel comfortable about using the stacks. "It will be fun going up there instead of to a hot and crowded and dark and dingy place," he said. "Hopefully, people will start examining more closely what our collection actually is."

VISITORS GATHERED in the foyer after dedication ceremonies.

What Will It Mean To The Community?

Marsh also feels that the facilities of the new library ought to be developed as a service to the community as well as to faculty and students. "The library should extend to the immediate community surroundings, the broader community of the CLIC, and the broadest community of the Twin Cities, where we have something available that is convenient. We ought to find many ways to use it. That's what it's for."

Kenneth Janzen, dean of the university, feels that the full meaning of the new library is something that we really won't understand until we've been in it for awhile. "Then the building will impose its own meaning on us," he said, "and I think it has a potential beyond what we have planned."

Janzen also thinks it will be a resource for the community as a whole in a variety of ways; "for the material it has on its shelves as well as aesthetically. There are all sorts of places in the building for things to happen. Again, this will depend on the ability of the people here to grasp what the potential of the building is."

What Will It Mean To Alumni?

Marsh hopes that alumni, as members of the Hamline community, will come back to visit and use the new library, and see that it gives the campus a much more attractive and exciting appearance. "I hope it will give them a feeling of pride and delight, and a touch of nostalgia, to still be a part of an ongoing institution," he said.

What Does It Mean To The Administration?

Wally Wikoff, Hamline's vice president for institutional relations, views the library as the "market place, or crossroads, of Hamline's academic efforts. It heralds the beginning of a new era in the college's physical appearance, and it tells the world that Hamline is interested in its role as a seat of learning as well as in the aesthetic qualities of life," he said.

George Peterson, president of Hamline's Board of Trustees and co-chairman of the 10-year development program, said that Hamline's lack of an adequate library has been "more than overcome with a splendid new building that embodies all the modern ideas of what a library should be. The building's impressive exterior and important interior features give notice that Hamline is on the move."

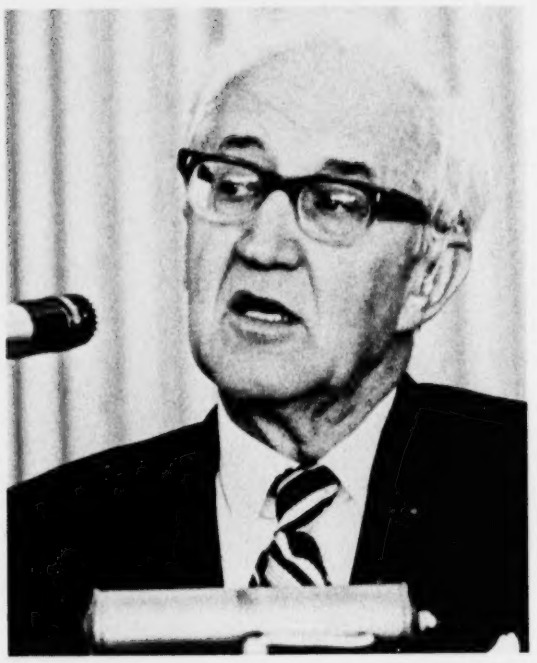
Hamline's Linkage to a Global Library System

Dr. Paul Robert Hanna, '24 and HD '37, gave the Bush Memorial Library dedication week convocation on Tuesday, Oct. 5. Hanna is professor emeritus of child education and director emeritus of the Stanford International Development Education Center, Stanford University. Following are excerpts from his talk:

I am delighted to see that the Bush Memorial Library is a part of a consortium of libraries in the Twin Cities area in which each member institution recognizes that it could not and should not attempt to have all knowledge housed in its own library.

Looking through the fascinating union catalog at the James J. Hill Reference Library of St. Paul, I saw the vast number of volumes contained in the libraries of the seven Twin Cities area private colleges plus those in the St. Paul Public Library and the University of Minnesota—all of which are members of the consortium.

The use of the telephone from the Bush Library to the Hill Library brings, within 24 hours, the desired precious volumes to the scholar who requests them. To have a union catalog—and for the Hamline student-scholar to be able to borrow immediately any piece of literature in this area—represents an important breakthrough.



Hanna

Let's expand this idea and assume for a moment that the Hill Library recorded all the titles of the consortium members into the memory bank of a computer system, so that it would not be necessary to use the telephone or to have a truck deliver the particular document. Rather, by sitting in your study carrel you could, by dialing directly to the computer memory bank, receive all of the materials pertinent to the particular topic you are researching on the TV screen in front of you.

Let's also assume that not only is the Hill union catalog computerized and retrievable for any scholar here, but that in every major population center in the United States there is a similar computerized memory bank of all the holdings of the institutions in that area. And then suppose the Library of Congress put together a vast memory bank of all of the resources contained in all of the libraries and museums, both public and private, within the United States. By bringing together by cable television all of these metropolitan centers, you can see what it would open up to the student-scholar. You and I—in homes, in our study carrels—would have unlimited resources available to us.

Let's again expand this notion of a national computerized memory bank and talk about an international memory bank of every culture and language in the world under the direction and general supervision of the United Nations or UNESCO.

How would you link these cultural or language memory banks of available literature and artifacts? We have already conquered the audio. Soon we'll put the audio and the visual together so that all of us can tune in through our TV screens to the accumulated knowledge and wisdom of the world through a communication satellite system (COMSAT).

With the impending invention of electronic translation from one language to another, the entire literature of the human race—from the cave man's drawings on his cave walls, to the great classics of every culture, to the most advanced formulas of the growing international community of scientists and mathematicians—would be at the instant call of each of us.

There are great deterrents to achieving such an impossible dream, such as the conservatism of the book oriented public and profession. And, too, the lack of money. The cost would be of comparable magnitude to our annual U.S. gross national product. But the world could afford such an expenditure if it would expose our ethnocentric minds to the wealth of all races and cultures and bring closer to reality the world community of mankind. When the payoff of such a global memory bank is understood, it is hoped that conservatism will give way to global optimism, and we will find the money and the talents to make the breakthroughs.

What would the typical Hamline student-scholar do if such an impossible dream of a global linkage of libraries became a reality? Let us assume that he goes to his carrel in the Bush Memorial Library where he has a piece of research on ecology under way. He has heard that the Tigress and Euphrates Valleys were once rich, powerful and profitable, but something happened to upset the balance of nature. He looks through his voluminous catalog index and finds that in the libraries of Alexandria, Egypt, there are certain maps which show the Tigress and Euphrates areas before and after this fateful event. He then dials on his computer system and immediately the signal representing those numbers is flashed through

GUESTS TOURED the library on dedication day.

COMSAT to either the Alexandria library or to the world memory bank where the information is retrieved from the vast storehouse and comes in through the television screen in front of which he is seated. He explores the possible sources and he thinks the third one on his screen is appropriate. So he dials again for that particular table of contents and index, which immediately comes on to his screen from the memory bank of the world.

Then he finds that pages 122 and 124 contain two Arabic maps of this particular historical period. Through the automatic, instantaneous translation across language barriers, he has the legend of that map in English on his television screen.

You can dream, as can the rest of us, on what this would do to bring about a global community of scholars and the brotherhood of mankind.

I recognize that there are many, many hardware problems to solve. The COMSAT network, at present, has a limited number of channels but these will undoubtedly be expanded in the next decade by the application of the laser beam or the application of some unknown physical, chemical, electronic principle. The automatic translator is still in the research and development phases, but is rapidly approaching enough perfection so that it can do the job.

The mechanical problem of electronic storage of so vast an amount of audio-visual information, as contained in the libraries and museums of planet earth, is staggering. The software required for so vast an enterprise is greater by far than any project yet undertaken by man. But who would place limits on man's capacity to create and achieve when we look at the miracles wrought in this century—conquering space, prolonging life, creating the beginnings of a world community through the United Nations? Who would place limits on the capacity of man to perfect the global computerized memory bank of all of the artifacts and all of the literature which exist in the world—past, present, future? If we but have the motivation to overcome these obstacles, if we can do the impossible, then Hamline and her sister institutions face a breakthrough as important as human advances following the invention of moveable type and the printing press.

Why have the efforts to modernize educational methods with electronics been so disappointing? Perhaps the most serious deterrent to the wide use of instructional hardware has been its dedication to mass listening and viewing. Every member of the class was forced to attend to the identical message, paced at a single rate for all; ignoring the varying rates of learning speed among the individuals comprising the class; and ignoring the motivational differences or the wide range of specific needs and interests.

Now we are developing libraries of audio-visual cassette tapes to play through our own television tubes. With an index workbook in the hands of each learner, the individual is no longer forced to adjust to the average rate and interest of the variety of individuals in the class listening to a teacher talk or read.

Now the knowledge industry can develop libraries of modular video-tape cassettes and the appropriate playback hardware that has a capacity of keeping members of a modern society abreast of developing knowledge.

The seemingly impossible dream of a global library system available to every human through electronic storage and retrieval has a substantial start in Hamline's own new library and its membership in the Twin Cities consortium.

I recognize it only as a beginning step in what we have been dreaming about globally. But it is an important first step.

Whether the impossible dream of drawing on the global resources of knowledge and values will be accomplished in our present century depends upon the vision, the creativity and the determination of you, the younger generation, and others like you around planet earth. I say, success to you in making such a dream come true.

Libraries: Measure of Our Civilization

Dr. Louis B. Wright gave the keynote address for the Bush Memorial Library dedication week on Thursday, Oct. 7. Wright is the former director of the Folger Shakespeare Library, Washington, D.C.; a trustee of the National Geographic Society; an author and historian. Following are excerpts from his talk:

The news may have reached you that libraries are obsolete, that the book has seen its best days, and that the computer is enthroned. Sensational writers in popular weeklies have announced the death of the book on several occasions. A few scholars who ought to know better even hold to the view that new forms of mass communication have eliminated the heritage of Gutenberg. I am here to bring you tidings from the 15th century. Gutenberg need not be forgotten. The invention that he helped to popularize in Europe is still going to be useful. And whether academic finance committees like it or not, libraries are going to continue to grow. The computer will prove useful for a few processes that affect libraries, but books will continue to be stored, serviced and used. Readers will continue to read. Libraries will continue to operate and cost money. And you will be proud to boast of a first class library housed in a first class building.

Wright

Nobody has yet formulated an economic law to explain the ebb and flow of rare books, works of art and antiques between one country and another, but such a law exists and perhaps we can state it: Rare books, works of art and antiques flow toward the sources of economic strength just as certainly as bad money drives out good in accordance with Gresham's Law. When the United States ceases to import books and build libraries, then the Secretary of the Treasury can begin worrying in earnest about our economic health and our prospects for the future. Fortunately for us and our civilization, we are still building libraries and buying books to fill them. This occasion, when we are gathered to dedicate a magnificent new library, is an indication of a faith in the future and a respect for the past that is a peculiarly American manifestation.

This occasion also illustrates another characteristic in our social and intellectual development that we can describe as a law of society. It may be stated this way: The quality of our civilization is measured by the quality of our libraries. By any standard, a nation without books is barbarous. A nation without libraries has no concern for its history and traditions and no pride in the perpetuation of traditional values. A school without a library is unable to carry on the best traditions of education. It is a pleasure to contemplate this library and to realize that it symbolizes the best in both our educational system and in our civilization as a whole.

It may be instructive for us to contemplate for a few minutes the tradition of book collecting and library founding that we have inherited—a tradition that has had remarkable manifestation in America and has transformed the very bases of learning in the Western world. Few people ever stop to consider the enormous contribution that book collectors have made to civilizing us. Without them we would be a nation of barbarians and Philistines, mumbling in ignorance.

From the earliest period of English settlement in America, we have had a respect for books. Occasionally today when we stop to pore over the offerings of paperbacks at the corner drug store, some of us may begin to worry about the quality of the books being read. But just because the bare-bosom murder mysteries seem to predominate, let us not jump to unwarranted conclusions. Hidden among the paperbacks are hundreds of titles of readable classics, and it is statistically provable that more worthwhile books are being read in the United States today than ever before in our history. This tradition for worthwhile literature had its start with the first settlement at Jamestown.

The early colonists brought little libraries with them. Most of their books were utilitarian, for they could not afford much space in their luggage for items that were merely entertaining. . .

Our colonial forebears were keenly aware of the value of books in transmitting the best of the civilization that they had left behind—the civilization that they wanted to perpetuate in the New World. They were determined, as they often stated, not to let their children "grow up barbarous in the wilderness." Hence they brought over all the books they could afford; every cultivated man believed that he had an obligation to bring together a usable library; and the founding of town and academic libraries became a work of virtue.

All of us who gather books and preside over libraries have reason to be thankful for the example set by an Englishman in the early 17th century, Sir Thomas Bodley, whose career deserves a few moments of our consideration. Bodley was an extraordinary man—a scholar and diplomat of distinction, as well as a philanthropist. Born in 1545 and dying in 1613, he served Queen Elizabeth ably as an ambassador to Denmark, France and the Netherlands. Learned in Hebrew and Greek, as a young man he lectured at Oxford. A contemporary of Shakespeare's, he despised his fellow countryman's theatrical craft. Bodley, for all his talents and his skill as a diplomat would be totally unknown today if he had not found immortality in books. He established the great Bodleian Library at Oxford.

Before we lavish all our praise on Bodley we ought to pay a tribute to another person, a certain Mrs. Anne Ball, a wealthy widow whom Bodley married. Without her fortune he could not have founded the Bodleian Library. She deserves a niche somewhere.

With extraordinary singleness of purpose he set about creating a great library that would endure and grow through the centuries to come.

Bodley made his first offer to the vice-chancellor of Oxford in 1597 to refurbish the rooms over the Divinity School known as Duke Humphrey's Library. By 1600, new shelves were installed and Bodley was ready to begin the essential work of finding books. Some he himself gave outright. Others he sought from his friends. He became the greatest wheedler of books in the kingdom, and he appointed a librarian named Thomas James and taught him to be a beggar of books. Perhaps James owed his appointment to the fact that he brought with him some manuscripts and 60 volumes of printed books. Where James got the books is somewhat uncertain. Anthony ā Wood, the 17th century antiquary, ungraciously said that James stole them from various Oxford colleges, but, be that as it may, the books found a new home in Bodley's library. . .

Bodley was determined to encourage every potential collector to give books to his new library. To honor them for their gifts, he provided a handsome Register of Donations where their names were to be written in a large fair hand and their books described with accuracy, "lest," he said, "the goodness of men's gifts be not made apparent to their full content. . ."

Bodley was determined to make his library an institution for scholars and learned men. He had no interest in entertaining undergraduates, who were expected in this time to buy such books as they wanted for amusement. Hence he refused to have in his library what he called "riff-raff" books, which included plays, ballads, almanacs, romances and "suchlike trash." And that explains why the Bodleian for a long time refused to give house room to the First Folio of Shakespeare's plays. A university library should be devoted to learning, Bodley said, and learning in the seventeenth century did not embrace contemporary belles-lettres. Whether a university has any need to concern itself with current drama and fiction is still a question that many would like to argue.

Libraries: Measure of Our Civilization

Thomas Bodley established a precedent for book collectors and benefactors of libraries that has had a far-reaching influence. He knew that a library can be a fountainhead of learning. And he was determined that the Bodleian would serve the state as no other form of charity could. The preservation of the living thoughts of great men who have lived in the past but whose words and wisdom are available in books seemed to Bodley more important for the world of his own day—and for posterity—than making easy the hard lot of widows and orphans or giving crusts to the poor. Measured in sentimental terms, Bodley may have seemed lacking in human sympathy. But if he had not turned a deaf ear to pleas for human charity and given all his energy and means to the collection and care of books—objects that must have seemed inanimate and cold to unthinking sentimentalists—our civilization would have lost a potent influence that has made it better and finer.

What Bodley did for the whole English-speaking world has been emulated in the United States by a succession of great book collectors and philanthropists. Few people realize what the nation owes to these men, and I hope you will let me use this auspicious occasion to emphasize the enormous contribution that American book collectors have made to our civilization.

I realize of course that in this diffuse nation of ours not everyone comprehends or appreciates books. . . But a majority of Americans respect books, and we all ought to take time occasionally to contemplate what our libraries mean in the totality of our civilization. For the United States today is one of the most book-conscious nations in the world.

Despite the efforts of our colonial ancestors to equip themselves with essential books, the new nation lacked adequate libraries. Thomas Jefferson provided the young government with his personal library to form the first Congressional library—and devoted much time during and after his presidency to collecting books. Even a century ago the United States still lacked libraries sufficient for research purposes. Nobody could write a learned treatise requiring profound research in the past without going to the great repositories of Europe.

Now all that has changed—changed within less than a century— and the bibliographical center of gravity has shifted to this continent. How has this come about? Because of the devoted and highly intelligent activity of a body of American book collectors who have searched the world, not for curiosities, but for books with meaning and significance.

In the growth of its library strength, the United States has had one development that is peculiar to this nation. Thanks to the generosity of several collector-philanthropists, the United States has a group of independent libraries, not connected with either uni-

versities or with the government, that are research institutions engaged in the active advancement of learning. Nowhere else in the world has this kind of library development taken place. These libraries serve the highest functions of a university by providing places where both faculties and advanced students can carry on important studies necessary to a nation that proposes to occupy a position of intellectual and cultural leadership. These endowed libraries—the Huntington, the Morgan, the Newberry and the Folger—not only collect books and manuscripts but they see that these materials serve the highest functions of scholarship. Other countries have research institutions operated at the expense of the taxpayer. In the United States these institutions founded by private enterprise provide incomparable research facilities at no expense to the public purse.

A century ago no one would have guessed that a patch of semi-desert eleven miles northeast of Los Angeles would one day be the site of one of the best libraries in the Western world for the study of English literary history and the development of American civilization. And yet today the Huntington Library, which occupies that desert site, houses a remarkable collection of books and manuscripts brought together by a cold-blooded railway and real estate magnate who got a vision somewhere along the line of the value that such material would have for his country. Furthermore, Huntington realized that books and manuscripts must be used, and he set up a foundation to provide for the continuance of a living library that would subsidize scholars and their publications.

Henry Clay Folger, a poor boy who graduated from Amherst College in 1879, received in college a similar vision. He had almost a religious conversion to literature. Unlike St. Paul, who went out as a missionary when the scales were struck from his eyes, Folger went to work for what became the Standard Oil Company. That was fortunate for us. For Folger accumulated a fortune, cultivated his taste for books and brought together a library (in Washington, D.C.) which he bequeathed to the public in 1930 to be a research institution in perpetuity. Furthermore, he provided enough capital to insure both stability and growth.

The Folger Library has vastly increased the original holdings that the founder left, and it is now perhaps the most effective place in the Western Hemisphere for the study of the background of Anglo-American civilization. Its great strength is in Renaissance materials and in the diverse historical sources that enable the scholar to recreate any aspect of British civilization, from the introduction of printing to England about 1476 until the death of Queen Anne late in 1714. It also is the greatest Shakespeare library in the world, but Shakespeare is only one part of its activities.

The creation of these two libraries gave scope to the personal interests of two great collectors, Huntington and Folger, and I have mentioned these two because I have had intimate contact with their libraries. These two men found in book collecting for a great purpose a satisfaction that endured to the end of their lives. Indeed, I know of no more fascinating occupation than the search for old books that have meaning. It has been my good fortune to be a vicarious book collector—a collector with other people's money, which is a very satisfactory occupation. But seriously, the building of a library that will have continuing utility through the centuries, that has vivid contacts with the past, that preserves the best of the past to instruct the present, is a vocation that anyone might wish to have.

I am not much of a missionary but there is one message that stirs in me an evangelical zeal. That is an exhortation to all young people to get interested in books, to begin to collect. Not everyone can be a collector on the grand scale, like Huntington or Folger, but everyone can experience some of the same fascination in gathering books that illuminate some special interest of your own: books about some particular author, some episode in history that concerns you, some theme that has a special fascination. If food is your one interest in life, start collecting cook books. I had a friend who made the greatest collection of cook books in the world—but he died of overeating a few years ago, and the Folger Library bought some of his books. Realize that book collecting is a pleasure and a joy to you as an individual, and that books that you bring together may have a continuing value to society.

To return to my original thesis. Books are a measure of our civilization, and when we consider the extraordinary progress made in the United States during the past century in creating great libraries, we must take immense pride in our accomplishment. That accomplishment is a tribute to the wisdom and the generosity of a great body of book collectors who deserve some special preserve in a bibliophilic heaven where they will be eternally surrounded by those rare books which they have always wanted and sought.

An Old Book for a New Library

"A rare book is important, in demand and scarce," said Frank Leslie when he presented a valuable addition to Hamline's rare book collection following the library dedication week keynote address by Louis B. Wright.

A Collection of Right Merrie Garlands for North Country Anglers was given by Leslie who is chairman of the Friends of the Hamline University Library committee, one of the country's leading rare book collectors and a Minneapolis business executive.

Only 50 copies of the book were printed. It was edited by Joseph Crawhill and published by George Rutland, Newcastle on Tyne, in 1869.

The volume takes on added significance for its famous past owners.

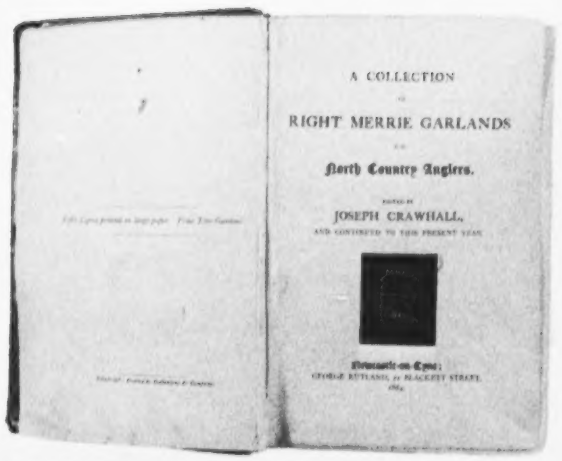
The noted American artist Frederic Remington has inscribed "A Book of Frederic Remington" on the frontispiece and, perhaps even more valuable than his signature, is an original watercolor he added to the flyleaf.

Eugene Field, author of *Wynken, Blynken* and *Nod*, was another owner as evidenced by his signature on a bookplate dated Chicago, Sept. 18, 1898.

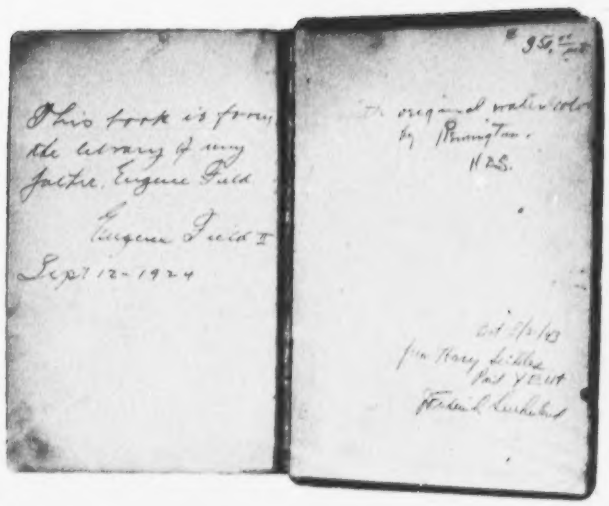
Leslie also gave Hamline a copy of a graphically illustrated resource book, *Printing and the Mind of Man*, a synopsis of some of the great literature of the ages.

Recent gifts to the new library also include other rare books, sculptures, Chinese artifacts, several books from private collections and funds for purchase of specific volumes.

Many of these will be on display on the library's third floor in a room set aside especially for rare books and other artifacts of value from the library and the art department's collections.



A COLLECTION
OF
RIGHT MERRIE GARLANDS
FOR
North Country Anglers.
EDITED BY
JOSEPH CRAWHALL,
AND CONTINUED TO THIS PRESENT YEAR
Newcastle-on-Tyne:
GEORGE BUTLAND, 21 BLACKETT STREET.
1864.



This book is from the library of my factor, Eugene Field
Eugene Field II
Sept 12-1924

95 Vt Ave
The original water color by Remington.
H.S.
Oct 5/03
from Mary Hillis
Paul Yount
Frederick Remington

My Book
Frederic Remington

Eugene Field.
Chicago, Sept. 11. 1895.
Frederic Remington

George McDonough:
A New Librarian for a New Library

Ebullient is perhaps the most appropriate word one could find to describe Hamline's new university librarian. He radiates enthusiasm for his profession, for his new job, for the college and for the new Bush Memorial Library.

George McDonough came to Hamline Sept. 1 from Seattle Pacific College where he was director of learning resources and professor of English. He has impressive credentials that include degrees in English and librarianship from the University of California, Johns Hopkins University and the University of Washington; publication of poems and other articles in the *Saturday Review, Catholic Educational Review*, the *Johns Hopkins Review* and several other professional journals; scholarships and awards from a number of organizations and institutions; and membership in all the appropriate library associations.

But all of these accomplishments became secondary when the man, in a recent interview, began to talk about himself—not just as a librarian, but as a philosopher as well.

Why do you consider yourself a philosopher?

At heart I am a philosopher—and I think all liberal arts college librarians ought to be, first and foremost, philosophers—because, basically, the liberal arts are an attempt to wed together the various facets of human knowledge and experience into a coherent whole.

A librarian who is attracted to that kind of holistic enterprise would be drawn to a liberal arts college—rather than a professional or graduate school—because its curriculum reflects the interrelationships among all of man's enterprises and gives this philosophical attitude its fullest expression.

Understanding the nature of the particular institution, Hamline in this case, is also a philosophical enterprise and casts the librarian into the role of a mirror. For his understanding of the college's purpose will be reflected in the kinds of acquisitions he makes. They will support Hamline's curriculum and reflect the current concerns of the college.

This philosophical stance also leads the librarian to transcend the curriculum and perform a dual function—that of keeping the entire gamut of human knowledge in his consciousness, and keeping the collection within the budget and the narrower confines of the institutional purpose.

What happens when the purpose of the institution changes?

That's what makes understanding institutional purpose such an interesting idea. The curriculum and the institutional purpose are constantly changing, and the library must be a reflection of this dynamism.

One obvious example is in church-related institutions. At one time, religion was a very central concern. Now it remains a concern, but in a sense it takes its place along with the other concerns. At one time classical studies were heavily emphasized but, now, the emphasis has moved to the study of modern civilization.

This change in emphasis leaves the librarian stuck with the decisions of his predecessors because the library still has a great many materials which reflect that former emphasis. So he must be as wise as a serpent and as innocent as a dove when facing the practical question of what to do with these once dominant interests that have now become peripheral or secondary.

How does the librarian keep up with these changes?

The librarian has to be in constant communication with the whole academic enterprise. He has to know what curricular changes are being made—where emphases are being placed, where dominant interests that prevailed at one time are phasing out—and he has to adjust accordingly. He also, if he really participates in the educational mission of the institution, can give an even broader philosophical perspective and a sense of history to curricular decisions. Or, at least, he can be the mediator between what has been done and what ought to be done in the present and future.

The librarian should not only be in constant contact with fellow faculty members, but he ought to welcome their participation in the building up of the collection.

How does the librarian go about keeping in touch with the faculty?

I consider one of his missions to be a sort of ambassador-at-large, constantly engaging in Socratic questions with faculty. He should ask them what constitutes their disciplines—what the width and breadth of them are, what the historical dimensions are, what the relationships of their fields are to other fields—and then he should work out with them those aspects of individual disciplines that will be represented at Hamline, and help them acquire those resources necessary for the carrying out of their function.

He ought to be a pleasantly aggressive, activistic, inquiring person whose province ranges across the whole series of courses. By his very nature he is interdepartmental. He, along with the dean of the university, has the overall concern for all divisions and departments.

How can the librarian help the faculty in their teaching function and the students in their educational experience?

He can help the teaching staff define their roles. Frequently a faculty member will not be able to totally articulate what he really wants to do until he has a face-to-face relationship with somebody he can talk with on his own level. And the librarian gets help in understanding his own role when he interacts with fellow faculty members. Hamline is especially exciting to me because it offers mutuality in articulating role definitions. What are we here for? What are we trying to do in our academic experiences?

Hamline also allows maximum student participation, with its free-wheeling curriculum. The student, in his independent study, is really faced with the question, what shall I do to make a relevant education for myself? In this regard, I hope my staff and I can have this same kind of stimulating and delightful interpersonal relationship with students. Then we can help them define their goals and steer them toward the disciplines and learning resources they need to fulfill those goals.

What I especially like about the Hamline emphasis is that all through this process we don't have *a priori* answers. We're constantly engaging in dialogue. This allows for maximum participation on the part of the library staff and the person whom we're trying to serve.

Won't this interpersonal contact make your job more difficult and time-consuming?

It's going to be a far different ball game than when somebody comes in and just asks for conventional materials and we go to the shelf—neither of us fully comprehending what we're trying to do. Of course, it's going to take considerably more time and it's going to require more mutual hard-nosed thinking. But it also means that there's going to be a greater involvement with each other and, I hope, a much more personal encounter between the library staff and the students and the faculty.

George McDonough

How does the NSF project help to redefine the role of the librarian?

The role of the librarian is going to be much more participatory than it's been in the past. The librarian is going to be an information specialist. His function will be more in dealing directly with the sustained informational needs of the faculty and students. In that sense, the professional librarian at Hamline will more and more serve as an academician and less and less in a managerial, clerical role.

How will CLIC help you do this?

In diagnosing what personal needs a user has, we realize that Hamline may not have those resources within its own collection. And this is where Hamline's participation in CLIC will be a great help. What it really means is that we not only have the resources of our new Bush Memorial Library, with its approximately 120,000 volumes and 600 periodicals, but we have what we might call the University of the Twin Cities at our fingertips because of this cooperative arrangement. We have a huge reservoir that far transcends what meets the eye. And it will be our jobs to hook up the individual with all of these magnificent materials at our beck and call.

What do you think of the new library building?

Its main advantages are academic, pedagogical and aesthetic. It's tremendous the commitment Hamline has made to this new building, to the NSF philosophy, to the joining of CLIC. I would not have accepted this position if I had to work out of the old library quarters. The new building has the needed facilities, the space, the aesthetic appeal for all of the library's functions. Its primary usefulness is that it makes learning for both the professor and the librarian, who is his alter ego, that much easier. It emphasizes the proximity of the professor to the student, the information specialist to the student and the professor, and the proximity of all of them to the materials. That's something that couldn't happen in the old building.

What do you think of the inclusion of the instructional services department and the new educational learning laboratory in the new library?

The library isn't just print oriented, it takes into account all the media connected with human communication. This library will have tremendous repercussions outside of Hamline. Think of the number of teachers being trained with a new vision of the importance of a library in the whole learning process. Hopefully, they will carry this out into the various schools in which they will teach. And, if any of them become administrators, maybe this library will become a model for what they will do.

What does the new library symbolize to you?

I think it is symbolic of a new day in the concept of the library and its relationship to the university. It's also symbolic of the commitment of the Hamline Board of Trustees, administration, faculty, students, alumni and friends to the primacy of the library as the focal point of the curriculum.

A New Approach to Teacher Education

AUDIO BOOTHS for competency testing are used by education students Karen Marquand (St. Paul) and Patricia Sorn (Douglas), with the help of Kenneth White, acting director of the learning laboratory.

AN AUDIO-VISUAL CLASSROOM adjacent to the learning laboratory is equipped with overhead projectors, movie projectors and tape recorders for use by students and faculty.

Heaven has come to earth for the people in the education department now that the Bush Memorial Library is a reality. "Heaven" is the new educational learning laboratory; "earth" is the library's ground floor.

The completion of the library meant that the education department could move into the ground floor and begin to put into practice the precepts of its new approach to teacher education.

The philosophy that guided the planning and construction of the library—assuming a more active role in the total learning and teaching processes in an open and stimulating environment—complements the philosophy behind the new teacher education program. For the program will, in the next five years, attempt to do away with the traditional "course completion" concept and concentrate on developing a performance-based, field-centered and personalized teacher education curriculum.

"Performance-based" suggests that students will have to demonstrate their abilities to perform certain behaviors or skills associated with success in teaching (e.g. questioning, testing), rather than simply completing the courses necessary for teacher certification. In order to demonstrate their competency in these skills, more of their time will be spent in simulated teaching situations both on campus and in public elementary and secondary school classrooms.

"Field-centered" means that students will have access to school classrooms at each point in their preparation program so that they can master the various teaching skills under realistic conditions. For example, Hamline juniors preparing for elementary teaching, now spend more than 100 contact hours teaching reading and mathematics in cooperating public schools as part of their methods course. Field-centered also means that professional teachers from these schools will help Hamline faculty define these skills by designing the experiences and selecting the content to be included in each aspect of the teacher education curriculum.

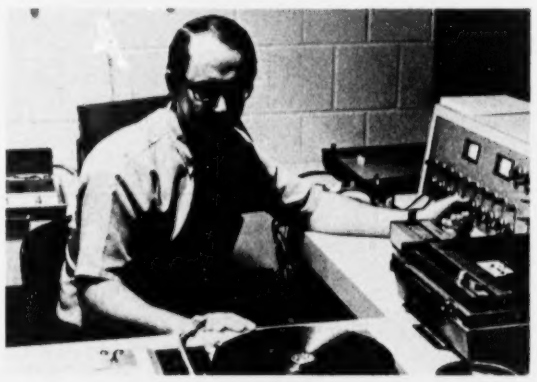
"Personalized" means that the students are encouraged to progress through the curriculum as rapidly as their aptitude and motivation will allow. This progression will be determined by the completion of several "learning packages"—individual kits designed to provide students with the information and/or skills necessary to perform specific functions required of good teachers.

One learning package—on questioning, for example—might contain materials found either in the new educational learning laboratory or in the cooperating elementary or secondary schools, and would include written topic objectives, introductions, competency tests, research monographs, professional journal articles, tutorial and seminar sessions, demonstration video tapes, appropriate audio-visual and curriculum materials, and evaluation procedures designed to allow the student to demonstrate his competency in a regular school classroom situation.

The contents of the learning packages make it a natural for the learning laboratory to be situated in the new library, because in order to complete the package requirements students must have at their fingertips not only the materials of the education curriculum library (textbooks, children's books, maps, science and math kits, etc.), as well as all of the facilities of the instructional services department (located adjacent to the learning laboratory): audio-visual equipment; the Schilling Microfilm Research Center; reading, viewing and listening facilities; classrooms; studios; a micro-teaching conference laboratory; darkrooms; graphics rooms and faculty offices.

Teacher Education

AUDIO CONTROL ROOM equipment is tested by instructional services director Thomas Head, who works closely with the educational learning laboratory and other academic departments.



"The learning laboratory becomes the classroom," said Curtis Martin, education department chairman. "The hallway is the classroom; every office and nook and cranny here becomes, in a sense, an extension of the classroom. And, moving away from the lecture-dominated instructional program suggests that we need access to more kinds of materials, more flexibility, more immediate potential, more use of print and nonprint resources—all of which are very possible in this new library."

Martin pointed out that the new program really puts the monkey on the students' backs rather than on the faculty's because they can only progress as they complete each learning package—on their own initiative—to the satisfaction of their education faculty advisers.

"Most of the learning packages can be completed at the students' own choosing of time and location," Martin said. "If they're turned on to wanting to develop their potential for teaching, the materials are here, the faculty is available, and they can make much more rapid progress than if they had to wait until spring term to sign up for something."

Martin said that the education faculty anticipates that their contact hours with individual students or small groups of students will increase. "It isn't going to be mechanistic and packaged and forgotten about. The strength of the program will lie in a very conscious effort to make more time available for counseling, for small group work, and for supervising the students in actual field work experience."

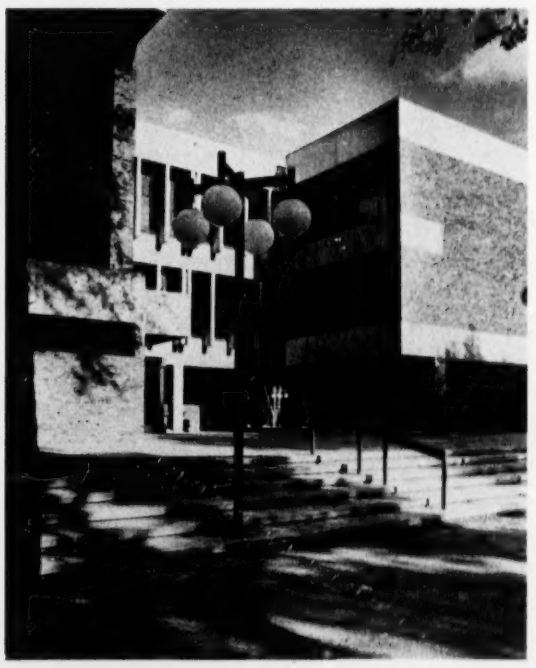
Kenneth White, acting director of the learning laboratory, said that the new program requires a much higher degree of organization between the teacher and the materials. "The schedule is more flexible for the students," he said, "so the teacher has to be more highly organized and pliant."

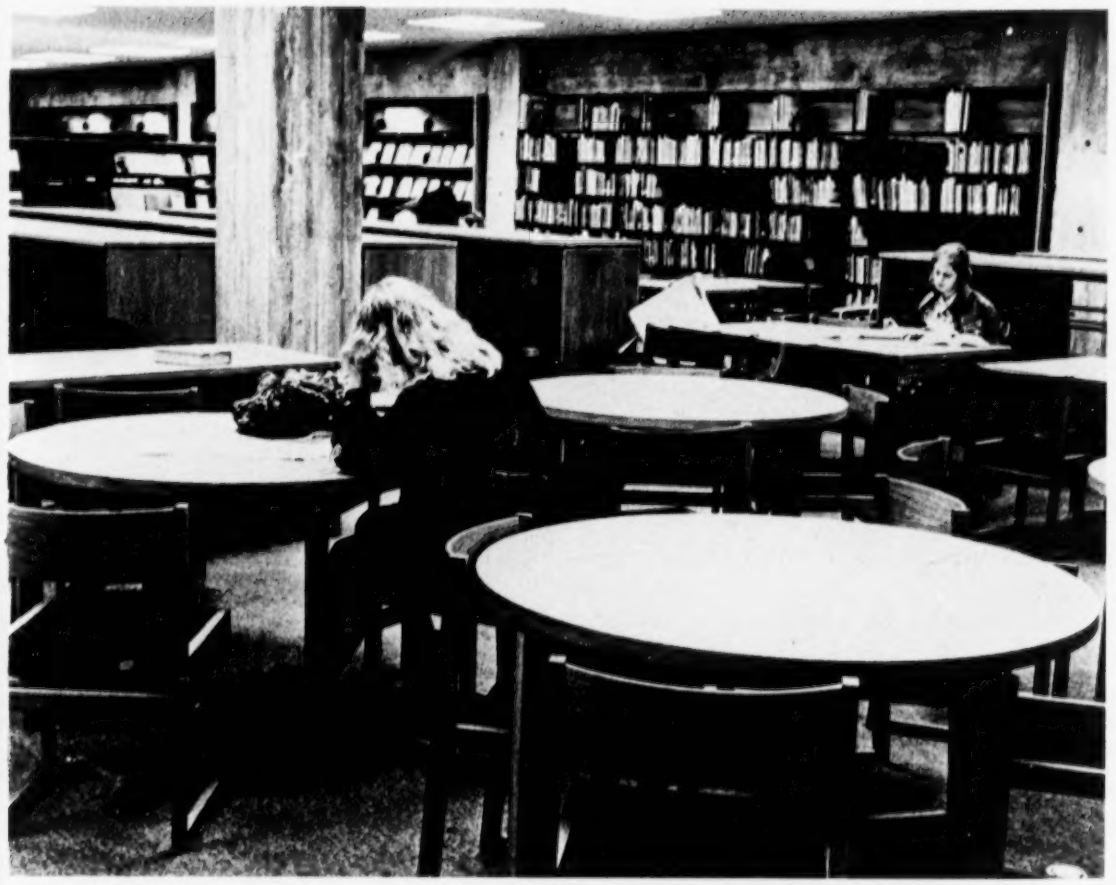
"Most of what you see here is just a big building block that can be manipulated by the students," said Martin. "For example, he or she can go into the south room, which is the graphic materials preparation center, and there learn how to make overhead transparencies or other instructional materials needed for classroom use. In the room immediately next to the graphics room is a full audio and TV studio for both the regular use of the students, and for the use of the faculty in preparing materials supportive of the learning packages, such as a lecture, a video-taped interview or a demonstration by a master teacher.

"A faculty member, when he presents his lecture, may or may not have a live audience," he explained. "The education students, again, have a choice. Do they or do they not want to come and interact with the professor? If they choose not to—if they want to go swimming or fishing—they don't have to come. But if they don't, they will nevertheless need to complete the basic reading and view a video-taped rerun of the lecture if they wish to attend the discussion sections held as part of every learning package.

"It is possible that a student might turn his back on both the lecture and the discussion section and still be able to satisfactorily complete a particular learning package by passing the competency test at the required level and demonstrating his understanding of the topic in an elementary or secondary school classroom. For any student who has difficulty demonstrating mastery of the contents of the learning package, a tutorial relationship will be established with an education faculty adviser to increase the likelihood of success.

"So the students have a choice," Martin continued. "Either they can attend classes and discussions and master the materials in the learning packages, or they can view the lectures on video tape and then master the learning packages on their own, or, if they fail, they must go on a complete tutorial basis until they pass the examination."





A READING ROOM near the education curriculum library.

Martin agreed that this procedure will demand more time and work of the professor—to begin with, "but the relief will come as more and more of these materials are packaged, and some of the routine tasks will not have to be repeated from year to year. Using the variety of media available to develop the packages—to get away from the routine lecture—is the key."

Martin pointed out that development of the initial pilot learning packages during the 1971-72 academic year will be made easier by the help of a NSF research associate or information specialist (see page 8) assigned to the education department.

"Another principle that is compatible with the new program is the use by student teachers of other materials to supplement the textbook," said White. "They may want to develop their lesson plans with audio-visual aids such as film strips or audio tapes. All they will have to do is ask, and they will have the total facilities they need to plan a lesson or any other aspect of the school experience."

Martin explained that the learning laboratory also has office facilities for the public school teachers with whom Hamline is working closely. "We have an understanding with each of the school districts that their teachers are welcome to come in and use our resources and allow us to 'pick their brains' as well. That way we can duplicate some of the finest teaching resource materials in each of the grade levels and have them available here for our students.

"This means that our library, and the learning laboratory, is as far away from being a museum as it can be," he said. "People here must be actively engaged in the manipulation of materials and books. The organizing principle is that the students have to be self-starters. They have to work on an independent basis through our learning packages. They have to work effectively with an education faculty adviser who keeps check on them as they move through. And then, when the program is fully developed, they will have the opportunity to demonstrate that they can actually use these concepts in the public school classrooms."

"And," added White, "this interrelation of media and other materials is vital. The media—films, film strips, slides, graphic materials, video tapes—give the teachers many more possibilities."

White then explained that the typical school has better facilities, better materials, than Hamline's education department has had in the past. "Now, we're really out in front," he said. "Now, the greater part of what teachers could want is accessible to them."

"We just think that heaven has come to earth in terms of potential," said Martin. "Now we have to be free-style enough to break up our old way of doing things, or a lot of this would be mere window dressing."

Martin views the future of the education department as one without standard course structures and without standard grades.

"No one will graduate until they have done an efficient job of completing all the basic work required to be an effective teacher," he said. "But each student will complete the learning packages at his own pace and to the satisfaction of his education faculty adviser. Under this system, grades will become less meaningful and the mastery of basic competencies will break down the concept of a structured course in the traditional sense.

"It's an exciting concept," he added. "It's a powerful idea, and the enthusiasm that has driven us to this point will very likely continue as we work to tap the potential of all the resources available to us here."

ARCHITECTS Hammel, Green and Abrahamson were recipients of a 1971 Minnesota Society of Architects Honor Award for excellence in architectural design for the Bush Memorial Library.

Library Dedication Committee:

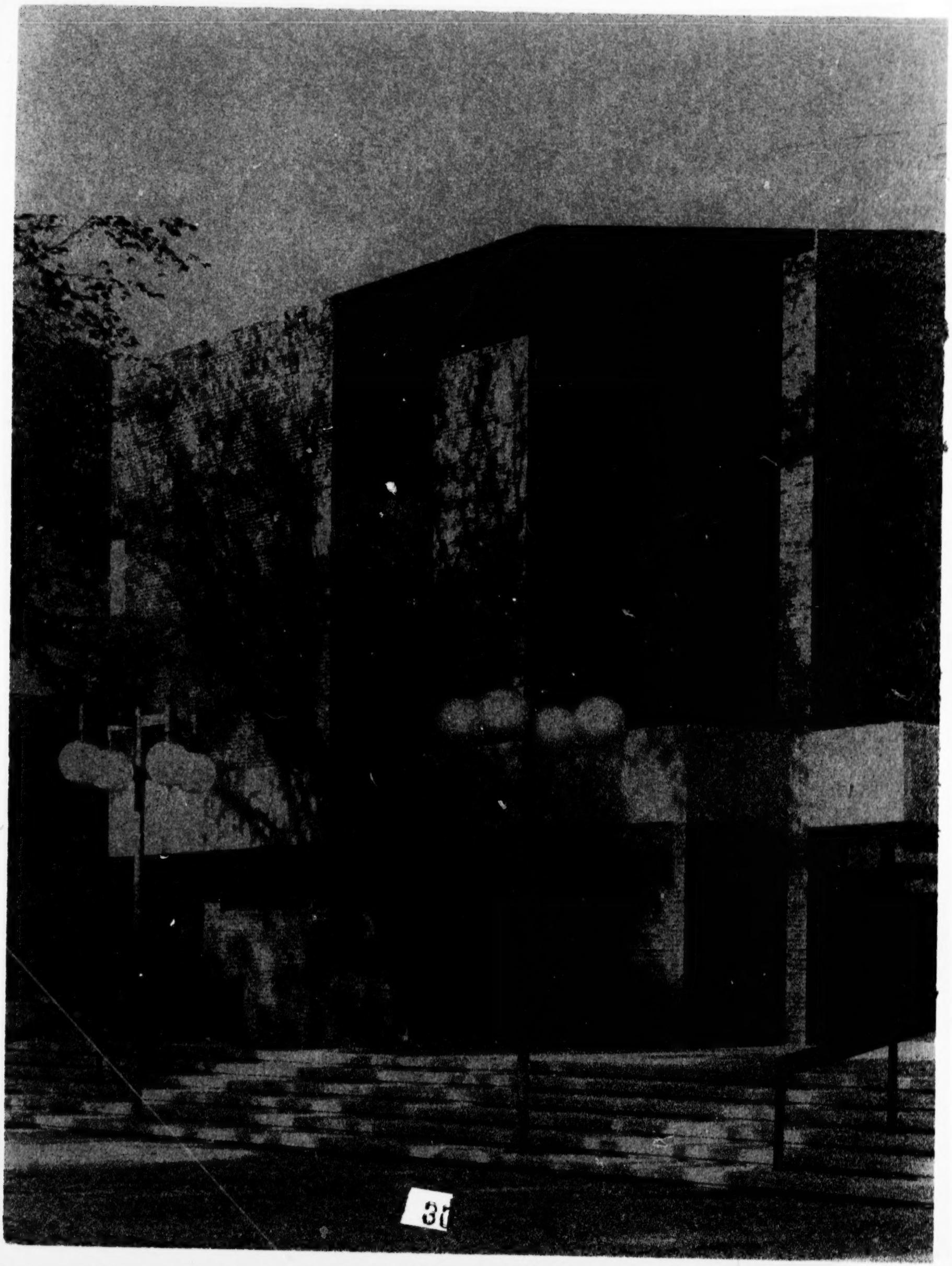
Patty Andrich, student; Mary Anne Cummings, student; F. Garvin Davenport, associate professor of English; Joneen Gaylord, student; James Larsen, associate professor of biology; Frederick Leach, professor of art; Richard Marsh, professor and history department chairman; George McDonough, university librarian; Ridgely Petersen, student; Michael Price, instructor of art; Neil Robinson, student; Lowell Weber, alumni director; Wally Wikoff, vice president for institutional relations.

Friends of the Hamline University Library Committee:

Richard P. Bailey, president; Mrs. George Benz, trustee; Mrs. Donald Bridgman, '36; Mrs. Carson Jamieson, trustee; Frank P. Leslie, chairman of the board of Leslie Paper Co.; George McDonough, university librarian; George Peterson, '26, president of the Hamline Board of Trustees; Lee Slater, chairman of the board of West Publishing Co. and trustee; Wally Wikoff, vice president for institutional relations.

Architect and Contractors:

Architect: Hammel, Green and Abrahamson of St. Paul
General Contractor: James Steele Construction Company of St. Paul
Plumbing and Heating: M. M. Peaslee Plumbing and Heating Company of Stillwater
Electrical: Peoples Electric Company of St. Paul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